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ABSTRACT

The three 1993 issues of selected readings present annotated bibliographies of resources available from CHIME (Clearinghouse for Immigrant Education). CHIME facilitates public access to literature, research, teaching materials, and human resources to promote the effective education of immigrant students. The issues in this series pertain to the following aspects of school restructuring: school finance, comprehensive student support services, and parent participation. More specific topics within the issues include equal educational opportunity, limited-English-proficient (LEP) students, grant programs, school-based management, school counseling, interagency collaboration, coordination of services, school-community partnerships, minority and immigrant families, and LEP parents. Entries include journal articles, evaluations, government reports, conference papers, program descriptions, books, and research reports. Document availability is indicated at the end of each summary; many items are available through CHIME for a nominal fee. Includes CHIME order form and ordering information. (KS)

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ED 382 418

1993 SELECTED READINGS FROM CHIME

IN CONJUNCTION WITH

THE GOOD COMMON SCHOOL PROJECT

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In conjunction with the Good Common School Project
Spring 1993

The Good Common School Project addresses the need for fundamental school reform. It defines ten critical student entitlements that will make schools more responsive to the needs of all students. CHIME (Clearinghouse for Immigrant Education) facilitates public access to literature, research, teaching materials, and human resources to promote the effective education of immigrant students. *Selected Readings* is a periodic publication that presents resources from the CHIME collection on a given subject. Ordering information is found on the last page. Please contact CHIME at 800-441-7192 for any further information.

Resources on School Restructuring: School Finance

Compiled by Cynthia Coburn

Children are entitled to an equal educational opportunity supported by the provision of greater resources to schools serving students most vulnerable to school failure.

Ascher, Carol (1989). Urban School Finance: The Quest for Equal Educational Opportunity. *ERIC/CUE Digest* (55), 1-4. 4 pages. **L000359**

Ascher provides an overview of financial difficulties faced by urban school districts. She argues that structural features of the state aid system, increased state control over local budgets, and the decline in federal dollars have disproportionately affected urban school districts. This inequity is particularly damaging because there are extra costs involved in educating urban school children from the cost of programs to serve economically disadvantaged students, to the higher cost of real estate and materials. Finally, Ascher offers suggestions for promoting equity in finance for urban schools. Available from CHIME.

Augenblick, John, Mary Fulton, and Chris Pipho (1991). *School Finance: A Primer*. Denver, CO: Education Commission of the States. 34 pages. **L000366**

Every state uses different procedures, mechanisms, and formulas to determine how money is raised and distributed to individual school districts. *School Finance: A Primer* seeks to demystify these complexities by exploring some basic approaches to school finance. Available from ECS Distribution Center, 707 17th Street, Suite 2700, Denver, CO 80202-3427.

Re 020010

Augenblick, John, Steven D. Gold, and Kent McGuire (1990). *Education Finance in the 1990s.* Denver, CO: Education Commission of the States. 70 pages. **L000363**

This booklet explains both the current status of educational finance at a national, state, and local level and analyzes legal efforts in individual states to insure greater equity in school funding. In addition, the book attempts to relate current educational reform issues to school finance, thus placing any discussion of school finance in the context of current policy debates in education. Available from ESC Distribution Center, 707 17th Street, Suite 2700, Denver, CO 80202-3427.

Bass, Gerald R. and Deborah Verstegen (1992). Informing Policymakers About the Impact of State Funding Formula Components on Rural Schools. *Journal of Research in Rural Education* 8(1), 15-25. 11 pages. **L000590**

After an overview of the research on the association between school size and achievement, Bass and Verstegen examine four state funding approaches to meet the needs of small schools: 1) intolerance leading to the creation of larger school districts; 2) neutrality with no funding provisions for small schools; 3) sparsity--providing extra money to all small schools; and 4) geographic isolation--providing additional funding based on size and isolation of schools. The authors conclude with a discussion of policy implications. Available from College of Education, University of Maine, Orono, ME 04469.

Breslin, Susan (1987). *Promoting Poverty: The Shift of Resources Away from Low-Income New York City School Districts.* New York, NY: Community Service Society. 113 pages. **L000347**

The Community Service Society concludes that there is inequity and ineffectiveness ingrained in the New York City public school system. Some New York City schools are not simply inequitably financed, but promote a kind of institutionalized disadvantage among poorer children. And many of the poorer school districts are largely populated by minority students. The report recommends greater efforts at the political level to bring about greater equity in funding both at the state and city levels. Available from the Community Service Society of New York, 105 East 22nd Street, New York, NY 10010.

Esquibel, RubyAnn M. (1989). *Federal Education Programs Serving Limited English Proficient Students.* Washington DC: Education and Public Welfare Division, Congressional Research Division. 25 pages. **L000352**

This report provides an overview of federally funded services targeted to Limited English Proficient (LEP) students. It provides a detailed explanation of the purpose and stipulations of the following federal programs: Bilingual Education, Emergency Immigrant Education, Migrant Education, Civil Rights Training and Advisory Services, Indian Education, Bilingual Vocational Training, Adult Education, and Higher Education Student Financial Assistance. Available from CHIME.

Hanushek, Eric A. (1989). Impact of Differential Expenditures on School Performance. *Educational Researcher* 18(4), 45-51. 7 pages. **L000357**

This article reviews and interprets the relationship between school expenditures and student achievement. Much of this literature suggests that the relationship between performance and finance is statistically insignificant. Hanushek points out that statistical insignificance does not necessarily imply lack of causation, but instead may imply weak data or mismeasurement. Perhaps a better approach, as taken in more recent literature, is to measure relative school effectiveness and student achievement, where there appears to be a more direct relationship to funding levels. Available from CHIME.

Medina, Noe J. (1993). *A Grantwriter's Guide to Federal, Elementary, and Secondary Education Programs*. West Roxbury, Massachusetts: Education Policy Research. 225 pages. **L000514**

Intended as a planning resource for program developers, this publication provides profiles of the grant programs administered by the Department of Education in the 1992-1993 school year. Each profile includes the purpose of the program, descriptions of the eligible applicants and allowable activities, selection criteria, and contact person. Available from Education Policy Research, 92 Corey Street, West Roxbury, MA 02132.

National Education Association (1990). *What Everyone Should Know About Financing Our Schools.* Washington DC: National Education Association. 37 pages. **L000365**

This brief guide outlines the basic structure of school finance in an accessible, easy to read format. In addition to exploring how schools are financed using federal, state, and local funds, the booklet examines some of the financial problems facing public schools. Available from CHIME.

Taylor, William L. and Dianne M. Piche (1990). *A Report on Shortchanging Children: The Impact of Fiscal Inequity on the Education of Students at Risk*. Washington DC: House Committee on Education and Labor, U.S. Congress. 83 pages. **L000354**

This Congressional report examines the availability of financing for school services benefitting those students who are at risk for educational failure. Findings indicate great disparity in funding across school districts. Often, inequities in school funding disproportionately affect students of color and poor students. The report also presents a review of past and present legal struggles around school finance, suggesting possible methods for effecting change in the current system while acknowledging the drawbacks of the legal approach. Available from CHIME.

Weston, Susan Perkins (1989). *Making Sense of School Budgets: A Citizen's Guide to Local Public Education Spending*. Washington DC: U.S. Department of Education, Office of Educational Research and Improvement. 52 pages. **L000355**

To a large extent, decisions about school funding happen at the local level. This guide provides a clear overview of the mechanics of school budgeting and suggests avenues by which individuals can influence and participate in the budget making process. Available from CHIME.

Wohlstetter, Priscilla and Thomas Buffett (1992). Decentralizing Dollars Under School-Based Management: Have Policies Changed? *Educational Policy* 6(1), 35-54. 18 pages. **L000575**

Wohlstetter and Buffet offer a comprehensive overview of school-based budgeting as related to five large urban school districts that have adopted school-based management. They review the organization and design of different approaches to school-based budgeting and conclude with a proposed set of initiatives for policy makers to facilitate the decentralization of fiscal accountability. Available from Corwin Press, Sage Publications, 2455 Teller Road, Newbury Park, CA 91320.

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Selected Readings from CHIME

In conjunction with the Good Common School Project

Spring 1993

The Good Common School Project addresses the need for fundamental school reform. It defines ten critical student entitlements that will make schools more responsive to the needs of all students. CHIME (Clearinghouse for Immigrant Education) facilitates public access to literature, research, teaching materials, and human resources to promote the effective education of immigrant students. *Selected Readings* is a periodic publication that presents resources from the CHIME collection on a given subject. Ordering information is found on the last page. Please contact CHIME at 800-441-7192 for any further information.

Resources on School Restructuring: Comprehensive Student Support Services

Compiled by Nancy R. Smith

Children are entitled to a broad range of support services that address individual needs.

The Need for Comprehensive Services

Commission on Precollege Guidance and Counseling (1986). *Keeping the Options Open: Recommendations*. New York: College Entrance Examination Board. 49 pages. **L000550**

Keeping the Options Open: Recommendations is a two year investigation into current guidance and counseling practices in schools nationwide. This study finds that counseling services are crucial to the education of all students and many "at-risk" youth are underserved by the current educational system. The commission also provides recommendations for improving current guidance and counseling practices. Order from College Board Publications, Box 886, New York, NY, 10101.

Glosoff, Harriet L. and Constance L. Korprowicz (1990). *Children Achieving Potential: An Introduction to Elementary School Counseling and State-Level Policies*. Alexandria, VA: American Counseling Association. 41 pages. **L000548**

This guide provides information on elementary school children's need for counseling, the role of counselors in elementary schools, research in support of elementary school counseling, a brief description of state policy regarding elementary school counseling, and recommendations for future actions related to elementary school guidance practices. Order from CHIME

Hess, G. Alfred (1986). Educational Triage in an Urban School Setting. *Metropolitan Education* 2, 39-52. 14 pages. **L000547**

Hess' longitudinal study of 63 high schools in Chicago determines that current educational practices are not meeting student needs. Chicago schools employ a system of "educational triage" where effective schools are available only for well prepared students. This article provides evidence for why comprehensive services are needed within school settings. Order from CHIME.

Pollard, Joyce S. and Magdalena M. Rood (1990). *School-Linked Services for At-Risk Youth and Their Families: Trends in State Agencies*. Austin, Texas: Southwest Educational Development Laboratory. 30 pages. **L000570**

This paper investigates the degree to which state agencies in the Southwest use schools to provide social services to students. Pollard and Rood conclude that more emphasis needs to be placed on the coordination of services for at-risk youth. Order from CHIME.

Steinberg, Adria (1988). Guidance and Counseling: Too Little, Too Late? *Harvard Education Letter* 4(3), 1-5. 4 pages. **L000508**

Guidance counselors face many challenges in current educational settings. This article outlines the shortcoming of the guidance system and problems counselors face in providing adequate services to all students. Order from CHIME

Providing Comprehensive Services - General Overview

Davies, Don, Ameetha Palanki, and Patricia Burch (1991). On the Track of Comprehensive Reform... The Whole School for the Whole Child: Strategies for Coordinating Health and Human Services at the Schools. *Equity and Choice* 8(12), 24-27. 4 pages. **L000567**

Davies, Palanki, and Burch provide strategies for providing comprehensive services to students. This article outlines four collaborative practices which are currently being utilized as schools attempt to formulate inter-agency collaborations; presents four suggestions to help communities, schools, or organizations make the transition to coordinated services; and provides a list of references related to the coordination of student services. Order from Corwin Press, Inc. A Sage Publications Company, 2455 Teller Road, Newbury Park, CA 91320.

Lewis, Anne C. (1991). Coordinating Services: Do We Have the Will? *Phi Delta Kappan* 72(9), 340-341. 2 pages. **L000568**

In order to meet the needs of modern students, educational policies must shift from the view that schools are the "deliver of educational services" to a vision of the school as a "broker of multiple resources" that coordinates services for students. Lewis provides an overview of current federal

policy regarding the coordination of services and argues for coordinated services in educational settings. Order from CHIME.

Melaville, Atelia A. and Martin J. Blank (1990). *What it Takes: Structuring Interagency Partnerships to Connect Children and Families with Comprehensive Services*. Washington, DC: Education and Human Services Consortium. 55 pages. **L000549**

Melaville and Blank provide a detailed explanation of the strengths of inter-agency collaborations which would be extremely helpful to organizations or communities attempting to coordinate services for children. This guide explains how the current delivery system fails children and outlines methods for structuring collaborative delivery systems It contains a great deal of practical information useful in the decision making process. Order from CHIME.

Robinson, Estelle R. and Aleta You Mastny (1989). *Linking Schools and Community: A Practical Guide*. New Brunswick, NJ: Center for Community Education, School of Social Work, Rutgers, The State University of New Jersey. 73 pages. **L000546**

This handbook is an informative examination of the need for linkage between schools and social services. Written for anyone interested in increasing access to social services for children, it describes the process through which an ongoing relationship between schools and human services agencies can be developed. Order from CHIME.

Policy Issues

Bruner, Charles (1991). *Thinking Collaboratively: Ten Questions and Answers to Help Policy Makers Improve Children's Services*. Washington, DC: Education and Human Resources Consortium. 31 pages. **L000588**

Using a question and answer format, this booklet is designed to help state and local policy makers foster local interagency collaboration to deliver education and human services to children and families in need. The author discusses the definition, purposes, limits, possible drawbacks, and proper role of collaboration within the overall context of improving child outcomes. He also addresses state roles and strategies to foster local interagency collaboration. Order from CHIME.

Pollard, Joyce S. (1990). *School Linked Services: So That Schools Can Educate and Children Can Learn. Part 1*. Austin, TX: The Southwest Educational Development Laboratory. 5 pages. **L000571**

Pollard asserts that schools must address the physical and emotional well-being of students in order to ensure academic success. She discusses three types of school-linked service delivery system programs: school-based services, non-school based services, and school-linked services. Order from CHIME.

Pollard, Joyce S. (1990). *School Linked Services: So That Schools Can Educate and Children Can Learn. Part 2.* Austin, TX: The Southwest Educational Development Laboratory. 5 pages. **L000572**

State and local policymakers must realize the importance of coordinating social services for students and families. This policy guide presents the characteristics of programs which successfully coordinate services. It is a helpful overview that outlines the shortcomings of current educational policy related to service provision in schools. Order from CHIME.

Pollard, Joyce S. (1990). *School Linked Services: So That Schools Can Educate and Children Can Learn. Part 3.* Austin, TX: The Southwest Educational Development Laboratory. 6 pages. **L000573**

This article stresses the importance of creating a "policy context" that allows schools to serve as institutions which provide human services for students. Pollard contends that policymakers must address six issues in order to create a "policy context" that is conducive to the formulation of coordinated social services. Order from CHIME.

Case Studies and Resources

Arnold, Leslie B., Lynn Moire, and Kevin Moan (1991). *Interagency Collaboration: A Working Model and a Case Study.* Paper presented at the Annual Convention of the Council for Exceptional Children, Atlanta, Georgia, April 1-5, 1991. 17 pages. **L000566**

The Norfolk Youth Network is a community based system designed to meet the multiple needs of emotionally disturbed youth. Comprised of public schools, public health, social services, community services board, juvenile services bureau, and court services, the Network uses team assessment, team planning, and team implementation to effectively coordinate services. Order from CHIME.

Baecher, Richard E. and Theresa Cicchelli (1992). *Forging School-Community Partnerships: A Case Study of School Restructuring for Language Minority Students.* Paper Presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA, April 20-24. 20 pages. **L000542**

This article outlines a model program which utilizes a school-community partnership to address the multiple needs of language minority students. Baecher and Cicchelli provide an outline of the program and a summary of research regarding program outcomes and efficacy. Order from CHIME.

Greene, Georgette (1987). *Schools and Communities Working Together for Linguistic Minority Students.* Quincy, MA: Massachusetts Department of Education. 49 pages. **L000545**

Greene outlines seventeen programs in Massachusetts designed to meet the multiple needs of linguistic minority students. This guide is useful in that it shows how specific programs coordinate services for linguistic minority students as schools attempt to meet the non-academic needs of

students. Order from Massachusetts Department of Education, 1385 Hancock Street, Quincy, MA 02169.

National School Boards Association (1991). *Link-Up: A Resource Directory. Interagency Collaboration to Help Children Achieve.* Alexandria, VA: National School Boards Association. 118 pages. **L000562**

This guide is a valuable resource for agencies attempting to provide non-academic services to students. It outlines 171 programs that are designed to meet the various needs of students and provides contact, funding, and other pertinent information for each program. Order from Network Operations, National School Boards Association, 1680 Duke Street, Alexandria, VA 22314.

For resources on culturally and linguistically appropriate support service delivery, see the Fall 1992 *Selected Readings from CHIME* entitled "Effective Support Services for Immigrant Students." Call CHIME at 1-800-441-7192 for a free copy.

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Resources on School Restructuring: Parent Participation

Compiled by Mark Taylor

Children are entitled to have parents, advocates, and concerned educators involved in all decisions affecting their education.

Barriers to Parent Participation

Boutte, Gloria S. (1992). Frustrations of an African American Parent: A Personal and Professional Account. *Phi Delta Kappan* 73(10), 777-782. 3 pages. **L000557**

Parent frustrations in dealings with school bureaucracy are a significant factor in teacher, parent, and school relationships. In this article, Boutte recounts her personal experiences as an African American parent with a child in an integrated school setting. Ms. Boutte examines teacher expectations of students, ability grouping, and racial bias. Order from CHIME for $0.30.

Commins, Nancy L. (1992). Parents and Public Schools: The Experience of Four Mexican Immigrant Families. *Equity And Choice* 8(2), 40-45. 7 pages. **L000554**

This article examines the discontinuity between teacher perceptions of parent expectations and involvement, and immigrant parents' desires for their children's academic success. Although only four Mexican families are profiled, the challenges of negotiating the school bureaucracy for parents who have linguistic and cultural differences highlighted in this article can easily translate to difficulties experienced by other minority and immigrant populations. Order from CHIME for $0.70.

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Epstein, Joyce L. (1986). Parent Involvement: Implications for Limited-English Proficient Parents. In *Issues of Parent Involvement and Literacy. Proceedings of the Symposium held at Trinity College 6-7 June 1986*, edited by Carmen Simich-Dudgeon. Washington DC: Trinity College, 6-17. 16 pages. **L000039**

This article presents research conducted in 16 Maryland school districts on parent involvement practices and their effects on student outcomes and attitudes. Epstein describes five major types of parent involvement: provision of children's basic needs, school to home communications, parent involvement at school, involvement in learning at home, and involvement in governance and advocacy. She reports overall improvements in academic achievement, attitudes toward school, homework habits, and parent-teacher relationships for students whose teachers involved parents consistently. Order from CHIME for $1.60.

Morrow, Robert D. (1989). Southeast Asian Parent Involvement: Can it be a Reality? *Elementary School Guidance and Counseling* 23(4), 289-296. 9 pages. **L000023**

Cultural values and backgrounds of Southeast Asian families are factors which often inhibit parental involvement. The author relates how values of privacy, family loyalty, and traditional deference to school authority inhibit the potential collaboration of Southeast Asian parents with schools. Other factors which affect Southeast Asian parents are described, including parent literacy levels, prearrival education levels, and traditional beliefs about parent involvement. Available from CHIME free of charge.

Yao, Esther L. (1988). Working Effectively with Asian Immigrant Parents. *Phi Delta Kappan* 70(3), 223-225. 3 pages. **L000006**

Based on the premise that the school's outreach and collaboration with parents results in positive educational benefits for the children, this article explores the challenges of reaching out to Asian parents. The author argues for the efficacy of such strategies as native language newsletters, involvement of parents on school advisory committees, native language parent seminars, and hiring Asian parents as teacher's or administrative aides. Order from CHIME for $0.30.

Strategies for Improving Parent Involvement

Auerbach, Elsa Roberts (1989). Towards a Social-Contextual Approach to Family Literacy. *Harvard Educational Review* 59(2), 165-181. 17 pages. **L000578**

Auerbach critically examines the assumptions behind current approaches of family literacy programs and suggests alternatives. She argues for redefining family literacy so that it integrates both social demands (like family obligations, housing, health care, and employment needs) and cultural differences into the learning process. The article concludes with a list of objectives for family literacy programs including investigating home language use and exploring cultural issues. Order from CHIME for $1.70.

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Collier, Virginia P. (1986). Cross Cultural Policy Issues in Minority and Majority Parent Involvement. In *Issues of Parent Involvement and Literacy. Proceedings of the Symposium Held at Trinity College, 6-7 June 1986*, edited by Carmen Simich-Dudgeon. Washington, DC: Trinity College, 73-79. 6 pages. **L000025**

Conflict over power and control issues have been a continuing factor in public schools in the twentieth century, with schools winning most battles for centralization and the standardization of curricula at the expense of diverse community interests. Collier argues that parents usually have little or no real decision-making power in U.S. public schools. The author describes practical ways to help link the life of the school with that of the community to help both majority parents and parents of color achieve a stronger sense of ownership in the education of their children. Order from CHIME for $0.60.

D'Angelo, Diane A. and C. Ralph Adler (1991). Chapter I: A Catalyst for Improving Parent Involvement. *Phi Delta Kappan* 72(5), 350-354. 5 pages. **L000060**

This article examines various Chapter I programs that have taken significant steps toward improving communication with the families many schools find hardest to reach. The author asserts that face-to-face communication strategies with parents have proven most effective. Home visits, technology, and written communication have been creatively and innovatively utilized to increase parent participation. Order from CHIME for $0.50.

Davies, Don (1991). Schools Reaching Out: Family, School and Community Partnerships for Student Success. *Phi Delta Kappan* 72(5), 376-382. 6 pages. **L000070**

Davies advocates redefining parent involvement around three common goals: providing success for all children, serving the whole child, and shared responsibility for the child's education. In this discussion, the concept of "parent" is enlarged to include other significant family members, community institutions, and the community itself. Order from CHIME for $0.60.

Hoover-Dempsey, Kathleen V., Otto C. Bassler, and Hane S. Brissie (1987). Parent Involvement: Contributions of Teacher Efficacy, School Socioeconomic Status, and Other School Characteristics. *American Educational Research Journal* 24(3), 417-435. 20 pages. **L000087**

Parents and educators, as well as a host of theorists and researchers, have asserted the value of positive, communicative home-school relationships for children's education. This article presents the results of a study which examined how various qualities of school organization contribute to levels of parent involvement. Order from AERA Subscriptions, 1230 17th Street, NW, Washington, DC 20036 (202) 223-9485.

Kiang, Peter Nien-Chu (1990). *Southeast Asian Parent Empowerment: The Challenge of Changing Demographics in Lowell, Massachusetts*. Massachusetts: Massachusetts Association for Bilingual Education. 22 pages. **L000238**

This case study explores the battle over equal education in Lowell, Massachusetts. Southeast Asian and Latino parents organize to demand access to equal education for their children. This article provides an account of the community organizing and the resulting political representation and empowerment. Order from MABE Monographs, 10 Myrtle Street, Jamaica Plain, MA 02130.

Montecel, Maria Robleda et al. (1993). *Hispanic Families as Valued Partners: An Educator's Guide*. San Antonio, TX: Intercultural Development Research Association. 67 pages. **L000603**

Written primarily for school administrators, this book outlines a process for increasing Hispanic family involvement in schools. The book also includes interviews with school administrators who talk about their experiences with parent involvement programs and interviews with Hispanic parents who talk about families and the value for education. Order from IDRA, 5835 Callaghan Road, Suite 350, San Antonio, TX 78228 (210) 684-8180.

Nicolau, Siobhan and Carmen Lydia Ramos (1990). *Together is Better: Building Strong Partnerships Between Schools and Hispanic Parents*. New York: Hispanic Policy Development Project, Inc. 71 pages. **L000014**

This book attempts to bridge the gap between schools and Latino parents--to help all parties understand each other's cultures, goals, hopes, and needs. It explores successful strategies used by 42 schools nationwide to recruit and retain Latino parents in effective school-parent partnerships. Topics addressed include the elements of successful programs, recruitment and retention strategies, and the challenges of reaching Latino fathers, teenage parents, and troubled families. Order from Hispanic Policy Development Project, Inc., 36 East 22nd Street, 9th Floor, New York, New York, 10010 (212) 529-9323.

Salerno, Anne and Mary Fink (1992). *Home School Partnerships: Migrant Parent Involvement Report*. Geneseo, NY: BOCES Geneseo Migrant Center. 22 pages. **L000431**

This booklet addresses methods of promoting greater parental involvement in the education of children from migrant families. The report emphasizes successful results from engaging parents in the educational process, especially in cases where there has been little precedent for parental involvement. Order from CHIME for $2.20.

Swap, Susan McAllister (1990). Comparing Three Philosophies of Home-School Collaboration. *Equity And Choice* 6(3), 9-19. 12 pages. **L000057**

This article examines and compares philosophies of parent involvement programs in urban settings and their impact on schools. Three distinct philosophies are described: (1) school to home transmission; (2) interactive learning; and (3) partnership for school success. The author concludes

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that certain philosophies may be more appropriate for specific school contexts and stages of development. Order from CHIME for $1.20.

Williams, David L., and Nancy F. Chavkin (1993). Essential Elements of Strong Parent Involvement Programs. *Educational Leadership* 47(2), 18-20. 3 pages. **L000538**

The authors identify seven elements which are essential for strong parent involvement programs including: written policy which explicitly states the importance of the program; funding, materials, and administrative commitment to the program; training for staff and parents; partnership approach to decision making; frequent communication between school and parents; resource sharing with other programs; and periodic evaluations to determine the effectiveness of the program. Order from CHIME for $0.30.

Zeldin, Shepherd (1990). The Implementation of Home-School-Community Partnership Policies: Policies from the Perspective of Principals and Teachers. *Equity And Choice* 6(3), 56-63. 8 pages. **L000052**

Lack of leadership and ongoing assistance at the state and district level for home-school partnerships has resulted in low participation levels by low income parents. The author argues for top down directives and organizational structures that may be necessary to remedy this pattern. The article describes the perspectives and responses of school staff in Cleveland, Indianapolis, and Maryland to school programs which reach out to parents. Order from CHIME for $0.80.

Promising Programs

Clinchy, Evans (1992). Building an Extended Family in East Harlem. *Equity And Choice* 8(2), 28-34. 7 pages. **L000556**

The complex process of developing a strong productive link between parents, school, and the community is often the result of one person with the vision, ability, and commitment to make change happen. In this article, P.S. 146 in East Harlem, New York is examined as a successful model of parent school and community collaboration under the guidance of an outstanding African American principal. Order from CHIME for $0.70.

Delgado-Gaitan, Concha (1991). Involving Parents in Schools: A Process of Empowerment. *American Journal of Education* 100(1), 20-46. 27 pages. **L000560**

Conventional parent involvement programs, such as teacher conferences and "back to school night," are widely seen as ineffective for involving low-income and minority parents. In this article, Ms. Delgado-Gaitan shares the results of a four year study of non-conventional programs which targeted the Latino population of Carpinteria, California. Individual programs are described and recommendations are provided. Order from CHIME for $2.70.

Fruchter, Norm, Anne Galletta, and J. Lynne White (1992). *New Directions in Parent Involvement*. Washington, DC: Academy for Educational Development, Inc. 131 pages. **L000617**

This book identifies four current approaches to effective parent participation in schools: programs assisting parents of preschool children, programs involving parents in their children's education at home and school, school improvement programs, and governance reforms. After an historical overview of parent involvement since 1945 to provide a social context for current reforms, the book explores 18 successful programs. Available from Academy for Educational Development, 1255 23rd Street NW, Washington DC 20037.

Garlington, Jocelyn A. (1991). *Helping Dreams Survive: The Story of a Project Involving African-American Families in the Education of their Children*. Washington, DC: National Committee for Citizens in Education. 167 pages. **L000585**

Helping Dreams Survive tells the story of the "With and For Parents" program--a three year program in a low income predominately African American middle school in Baltimore. It is both a recollection of the program and a guide for those seeking to involve low-income minority families in the education of their children. Topics addressed include building trust, visiting homes, holding meetings, involving students, and coordination with schools and communities. Order from NCCE, 900 2nd Street NE, Suite 8, Washington DC 20002 (202) 408-0447.

Olsen, Laurie (1989) Immigrant Parents and the Schools. In *Bridges: Promising Programs for the Education of Immigrant Children*. California: California Tomorrow, 102-122. 22 pages. **L000046**

Many model parent involvement programs have been developed in California as schools, parent groups, and advocacy organizations have recognized the potential benefits of parent-school communication. This chapter profiles 12 successful parent programs in areas such as language and the U.S. school system, improving communications between schools and parents, and encouraging parents to become advocates for their children's education. Complete book is available from California Tommorrow, Fort Mason Center, Building B, San Francisco, CA 94123.

Salerno, Anne and Mary Fink (1992). *Promising Practices for Home/School Partnerships*. New York: Parental Resources for Involvement in Migrant Education. 50 pages. **L000331**

Sixteen successful parental involvement programs intended to serve migrant parents and their children are described. Each description includes a summary of instructional and support services offered and miscellaneous information such as eligibility for the program, funding, recruitment methods, and the contact person/agency. Order from CHIME for $5.00.

School Governance and School Site Management

Beecher, Richard E. and Theresa Cicchelli (1992). *Forging School-Community Partnerships: A Case Study of School Restructuring for Language Minority Students*. Paper Presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA April 20-24. 20 pages. **L000542**

This article outlines a model program which utilizes a school community partnership in its attempt to address the needs of language minority students. This program may serve as a model of how community resources may be utilized in efforts to restructure schools. Order from CHIME for $2.00.

Lindquist, Karen M. and John Mauriel (1989). School Based Management: Doomed to Failure? *Education and Urban Society* 21(4), 403-416. 14 pages. **L000461**

The authors explore reasons why School Based Management (SBM) has not become fully functional in schools and what obstructions have interfered with its success. The article is presented as a research paper and begins with a description of the definitions and fundamental features of the theories of SBM. Order from Sage Publications Inc., 2455 Teller Road, Newbury Park, CA 91320 (805) 499-0721.

Marburger, Carl (1985). *One School at a Time. School Based Management - A Process for Change.* Columbia, MD: National Committee for Citizens in Education. 82 pages. **L000512**

This book provides a comprehensive overview of school based management and talks about the steps to take to decentralize school systems. Topics addressed include: definitions of school based management, how school site councils work, and how to get started. Order from NCCE, 900 2nd Street NE, Suite 8, Washington DC 20002 (202) 408-0447.

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8